

THE PROJECT METHOD AS A SET OF EDUCATIONAL AND COGNITIVE TECHNIQUES FOR TEACHING FOREIGN LANGUAGES IN TECHNICAL UNIVERSITIES

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Abstract

The main idea of the project method is the focus of students' educational and cognitive activity on the result that is obtained when solving a practical or theoretical problem. The article discusses the technology of organizing student project activities, including a complex of research, search and problem-based methods, creative in nature, aimed at the student's independent implementation of the intended result.

Keywords

modern approaches, project method, educational and cognitive activity, positive motivation, communication skills.

Introduction:

A project is a set of actions specially organized by the teacher and independently carried out by students, culminating in the creation of a creative product.

The project method is a set of educational and cognitive techniques that allow solving a particular problem as a result of independent actions of students with the obligatory presentation of these results.

The project method is based on the development of students' cognitive skills, the ability to independently construct their knowledge, the ability to navigate the information space, and the development of critical thinking. The results of completed projects must be what is called "tangible", i.e., if the problem is theoretical, then its specific solution, if practical, then a specific result, ready for implementation [16,21,23].

The project method is used when any research or creative task arises in the educational process, the solution of which requires integrated knowledge from various fields, as well as the use of research techniques.

Main part:

“The use of project methodology increases students’ interest in learning a foreign language by developing internal motivation by transferring the center of the learning process from the teacher to the student. Moreover, positive motivation is the key to successful learning of a foreign language. Modern approaches to language teaching emphasize the importance of cooperation and interaction between students as a motivating factor.

So what is a project? The project is an opportunity for students to express their own ideas in a creatively thought-out form that is convenient for them: making collages, posters and announcements, conducting interviews and research (with subsequent design), demonstrating models with the necessary comments, drawing up plans for visiting various places with illustrations, maps and etc.

In the process of project work, responsibility for learning rests with the student himself, as an individual and as a member of the project group. The most important thing is that the student, and not the teacher, determines what the project will contain, in what form and how its presentation will take place.

To the basic principles of design work, according to T.V. Dusheina, include [1, 4, 11]:

Variability.

The variability of activities in the lesson involves individual, pair and group forms of work. As for texts, these can be: dialogues, letters, tables, descriptions, diagrams, maps, comics. A variety of topics and types of exercises are needed.

Problem solving.

The process of learning a language is more effective when we use a foreign language to solve problems. Problems make students think, and by thinking, they learn.

Cognitive approach to grammar.

Not all students learn rules or structures easily. Projects help students work on them independently. Thus, the students’ fear of grammar disappears, and they better assimilate its logical system. However, since the main task is to learn to use a foreign language, high school students are offered many opportunities to apply the grammatical structures and phenomena they have learned.

Learning with passion.

Students learn a lot when they enjoy learning. Having fun is one of the main conditions for effective learning, so it is important to include games, jokes, and riddles in the learning process.

Personal factor.

Through project work, students are given many opportunities to think and talk about themselves, their lives, interests, and hobbies.

Adaptation of tasks.

Teacher cannot offer a student a task that he cannot complete. Assignments must be appropriate to the level at which the student is. Project work can be used at any level, at any age. The choice of topic depends on many factors, including age, level of knowledge, interests of students, materials available to students, and time frame.

Stages of design work

The main difference between regular and project work is that with regular work, the main activity is limited to the classroom, but with project work, it goes beyond it.

A full-scale project includes three stages:

1. Planning in the classroom.

High school students, with the participation of the teacher, discuss the content and nature of the project; compiling interviews, methods of collecting and type of necessary information (articles, brochures, illustrations).

Project implementation.

Typically, at this stage activities extend beyond the classroom. Students conduct interviews, make audio recordings, video recordings, and collect printed material. It is important to remember that the students will use all four types of speech activity: reading, speaking, writing and listening. The main task at this stage is collecting information. To help students organize this process, teachers should encourage students to decide what they want to study; decide where best to get the necessary information, how to record the data received, how to present the information to the group; analyze individually collected materials by group members into a single whole; correct and format the material as a group project [2, 6,13].

By going outside the classroom to work on a project, the student bridges the gap between the language he is learning and the language he is using, which is a valuable means of expanding the communication skills learned in the classroom. In regular lessons, the teacher determines the language and its content. In a project setting, the student determines the content of the project and, accordingly, the language content.

3. Return to class.

At this stage, students design their project work using scissors, rulers, glue, and so on.

4. Presentation of the project.

The method of presentation will largely depend on the type of final product: whether it is an outline, a booklet, a video presentation, or an oral presentation. The benefits for the student are obvious. He or she works on an interesting topic, using what has already been learned and additionally studying what is necessary in connection with the task at hand. The teacher is advised to kindly accept everything the students have done. This is an important condition for further creative work, an effective source of motivation, and a means of developing self-confidence [8, 10, 17].

An oral presentation always involves a certain amount of risk for students, so some of them need preliminary rehearsals to help them cope with difficulties: eliminate mistakes, achieve success, avoid disappointments.

Each group decides for itself how to prepare a presentation of its project, assigning speakers and distributing roles. The students can use posters, give the audience an outline of their presentation, present everything in the form of a small play using music, etc.

At the end of the presentation, the rest of the students analyze the project, comment on it and make their suggestions. It is very important that students see a positive experience during the presentation process [10, p.294].

5. Control.

Evaluating project work is not an easy task. The methods used to evaluate it conflict with the official procedure for grading the student's work.

There are two principles for evaluating project work that need to be taken into account.

1. It is obvious that language is only an integral part of the entire project. It is a mistake to evaluate a project solely on the basis of linguistic correctness. The assessment should be given for the project as a whole, the diversity of its nature, the level of creativity shown, and the clarity of presentation.

2. Teacher must be very careful when correcting errors in the final version of the project, either do it without ink, or do not make corrections at all [9, p.1667]. The project is usually a piece of work that has a lot of effort put into it and students may want to keep it for themselves. Although, on the other hand, it is likely that students will better remember the errors noted in their project work, because it means more to them than ordinary class work."

Conclusion:

Thus, the main idea of this approach to teaching a foreign language is to shift the emphasis from various types of exercises to the active mental activity of

students, which requires proficiency in certain linguistic means for its development. That is why we turned to the project method at the stage of creative application of language material [2, p.122]. Only the project method can solve this didactic problem and, accordingly, turn foreign language lessons into a discussion and research club in which truly interesting, practically significant and accessible problems for students are solved, taking into account the characteristics of the country's culture and, if possible, on the basis of intercultural interaction."

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